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FRENCH.

THE study of the French language has a prominent place in the course of study of nearly every high school and academy in the State. The instruction in this branch devolves, in at least nine cases out of ten, upon a female assistant teacher, although it might fairly be presumed that the principal, who is generally a graduate of some respectable college, has had far better opportunities for acquiring a knowledge of it than his assistant could command. There are several reasons why graduates, fresh from college, know little or nothing of French, and are consequently obliged to stipulate that they shall not be required to teach it in the schools of which they propose to take charge. One reason is, that they have been led by their whole course of preparatory and collegiate training to magnify the importance of the classics, and to underrate the value of the modern languages. A second reason, and of itself an entirely sufficient one, is, that the college instruction in French, while it ought to be of the very highest character, is really very inferior — amounting in some colleges to almost nothing. It seems to be an impossibility for a “native” French teacher to control and thoroughly instruct a college class of American boys. The advantages of studying with a Frenchman, which are not to be denied,

although they are greatly overrated, are almost entirely lost through the insubordination of a portion of the class, and the consequent lack of interest of the remainder. This evil can only be remedied by putting into our universities American teachers of French — men who can command the attention and respect of their classes.

It is better for boys to be made to learn something from an American, than to have the chance to learn everything from a Frenchman, who, because he is a Frenchman, can teach them nothing. We do not anticipate that this radical remedy will be applied, and we do not expect that college graduates will undertake to teach French in our high schools, until our college Faculties cease clinging to their Greek and Latin idols, and give to the study of modern languages the importance it deserves. Surely it should be a subject of mortification to a principal of a high school that he is not competent to examine his assistant's French class, or to conduct its recitations in the absence of its regular teacher. And it certainly seems a matter of surprise that school committees should accept, as a thing of course, a confession of ignorance in a branch of study to which they give the greatest prominence. If a candidate's Latin and Greek are all right, they are not inquisitive about his French. That may be left to the assistant.

Perhaps we can account for this indifference by the prevailing notion that French pronunciation can be acquired only from a native Frenchman, and that what scholars learn from any other source is wrongly learned, and must all be unlearned. It is argued that any pronunciation will answer, because the true pronunciation cannot be obtained. Absurd as this may seem, we happen to know of a town committee that instructed the assistant in the high school to teach French without teaching the French pronunciation. There was a problem indeed. Imagine, if you please, the variety of readings that an intelligent class might originate for such words as *bienheureux* and *soigneusement*! This notion, that French pronunciation cannot be learned except from French lips, is utterly absurd. If it were correct, we ought to give up the study of French in our schools entirely, and devote the time spent on it to something that can be properly learned. It affords no excuse to the teacher of a high school for not being able to teach French. If, on graduation, he is not competent to teach it, he ought to make himself compe-

tent before offering himself as a candidate to teach. Let him go to the nearest French teacher and demand thorough instruction, or, if he can do no better, let him take lessons of his assistant, and learn all that she can teach him.

In writing the above, we have not intended the slightest disrespect to the assistant teachers to whom this branch of instruction is intrusted. They may teach it admirably or not; it is none the less the duty of the principal to be able to teach that as well as he can teach anything else. Perhaps French is as well taught now as it could be by the principals; and yet it seems reasonable to suppose that a college graduate, who has devoted many years to the analytical study of Greek and Latin, would be able to teach French more efficiently than a young lady who has not had a tithe of his advantages. A young man fresh from college knows languages better than anything else. He has been trained to distinguish niceties of meaning in Latin and Greek words; to note differences of idiom and construction; he has been drilled in the use of Greek particles and Latin subjunctives; he has practised for years the translation of other languages into his own; his whole scholastic life has been spent in studying the relations of words to each other. Surely he is fitted to teach languages, if he is fitted to teach anything. His duty plainly is to remove the only obstacle that prevents his teaching French, as well as Latin and Greek. He must learn French pronunciation. Let him shake off this humiliating dependence upon a subordinate teacher, and, what is of greater moment, let him increase his own usefulness in the school-room by taking upon himself a branch of instruction for which, by his previous education, he ought to be peculiarly fitted.

R. E. B.

VERY few men acquire wealth in such a manner as to receive pleasure from it. Just as long as there is the enthusiasm of the chase, they enjoy it; but when they begin to look around, and think of settling down, they find that that part by which joy enters is dead within them. They have spent their lives in heaping up colossal treasures, which stand, at the end, like the pyramids in the desert sands, holding only the dust of kings.

DUTY OF NORMAL SCHOOLS.

ALL teachers who receive as pupils graduates of other schools must have asked themselves the questions, "What is the worth of a diploma? What does it amount to as testimony of the owner's proficiency?" It certainly ought to mean something; and yet how often graduates of high schools and academies, bringing on parchment or paper certificates from teachers of known ability and thoroughness that they have honorably completed their course, show, on examination, or even in their school-work, — after all, the only real test, — that they know absolutely nothing about the studies pursued in these schools!

This is true not only of our high schools and academies, but also of our colleges and universities. Would it be untrue if we said, for instance, that the diplomas granted by Harvard University might be more truthfully rendered, in several cases, if they ran in this wise: "The bearer passed the examination for admission four years ago, and has not been seen in a state of inebriation on the public streets since; he is therefore entitled to affix to his name the letters A. B.?"

The graduate often comes out of college, knowing positively really less than when he entered, the only intellectual gain being that passively acquired by contact with the atmosphere of the place, and yet bearing the testimony of the Faculty that he has completed the course. It is undeniable that the fact of one's being a college graduate shows neither that he is a gentleman nor a scholar.

This is unavoidable, perhaps, in a university, though it seriously undermines our faith in evidence. In private academies, where favor must be shown to some extent, in order to secure the good will of parents and retain pupils, it may be unavoidable, but should it be so in a public high school? Ought not the actual performance of a certain per cent, and that certainly not less than seventy-five, of the assigned work, be required to secure a diploma? Ought not the race to be fairly won before the prize is awarded? Ought not school diplomas to tell *the truth*?

Whatever may be the force of these words as applied to the institutions already named, can there be any doubt of their weight when we speak of normal schools? These are professional, and

their diplomas say, in varied language, "We believe that the bearer will be a successful teacher." This testimony ought to be worth something, and yet we do not find committees, as a general thing, willing to accept it as proof of competency. We find them subjecting the applicant to an examination of three or four hours' duration, to determine whether or not he is able to teach the school.

What is the best test of ability to teach and govern,—an examination, oral or written, of three or four hours, or a daily examination and observation of two years, such as is made by the normal school teacher? Which ought to decide the question of power? And yet which practically does decide it?

Why is this so? Is it wholly because committees are overbearing, anxious to exhibit their own attainments, ignorant of normal schools, or is it because they distrust, and not unreasonably, the written testimony? Normal-school diplomas should be taken as proofs of ability, but they will not be so taken till committees are convinced that they are not granted on the same grounds as diplomas from other schools and colleges.

What do we mean when we recommend a person as fit to take charge of a school? First, that he understands and *can teach* the branches to be taught; second, that he possesses sufficient moral principle to lead the school aright; third, that he has talent for command enough to govern it. These are not given in the order of their importance, but in the order in which they present difficulty to the person who is to be the judge in regard to them.

As to the comprehension of the subjects to be taught, we, the teachers, find little difficulty in deciding. We *know* of each one of our pupils whether he understands what he is doing. We have tests enough to prove this, and we apply them daily in every possible way. We can reduce our results fairly to figures, and so make them clear to others.

The second point is more difficult to decide, and yet a careful observation of two years, with what outside information the teacher can obtain, cannot fail to determine it pretty clearly. It cannot be reduced to percentages, but we know it almost as certainly.

The third presents the most difficulty. How shall we determine, except by absolute experiment, whether a pupil can command a school? The test of model schools is good where it can be applied,

if a pupil-teacher can have one class for a long period, as in the Connecticut Normal School, not otherwise. Where model schools are not, how shall we solve the problem? Obviously, by analyzing, if possible, this talent for command into its elements, and then applying tests which will show their absence or presence in the character.

Without here going at greater length into the question of what these elements are, is not what may be called *persistent energy* one of the first, if not the most important ingredient of this talent? And does not this quality show itself in every gesture, in the eye, the voice, the gait, the way in which one goes through with a calisthenic exercise? Can we not determine with tolerable accuracy the percentage of this quality in a person's composition? Ought we not to invent all kinds of tests for the other elements of the talent for command, and watch most carefully the results? Two years' unwearied, patient watching of these elements of character under all our tests! May we not be pretty sure of our results?

One of the best things ever said of normal schools was in the committee's report for 1858 from Berlin, Massachusetts, in which the writer says, "Every normal school should be a true mirror, revealing to every pupil his fitness or defects as a teacher." This expresses just what I want to say. Let the normal schools, through earnest, thoroughly devoted teachers, be mirrors of this kind. Let them reflect to each pupil his own image,—the image of a teacher, or of one not fitted by nature for that work, and then let the schools be carefully, conscientiously, but thoroughly cleared of all those who ought not to be in them, who ought never to go out from them bearing their diploma. It is *not* necessary that these schools should be large; it *is* necessary that they should be good.

Where a pupil has done his duty faithfully, it is no disgrace to be told that he will succeed better in some other work than in that of teaching. If he has neglected his duties as pupil, can he be trusted to perform them as teacher? It is not a pleasant task to advise a pupil to give up the idea of teaching, and to seek some other work. It is not agreeable to tell him he has failed, or will fail; but surely it is better for him to find it out so than by failure before his scholars. We have duties to the school as well as friendly interest in those under our charge. Justice should temper

mercy ; and we ought not to be moved from strict justice to our schools and to the community by pity, or, worse, by a desire for the seeming outside success of numbers.

Let it be said of our graduates, "They are from such a school ; we are sure of them ; they must be thorough, earnest, energetic, or they could not have graduated there ;" and we shall have no lack of numbers.

However, with that result we have nothing to do. Honesty may be the best policy, but policy should never be the motive for our honesty. Let normal-school diplomas be granted only to those who can honestly hold them. In other words, let them, at any rate, tell the truth.

A. C. B.

CONTROL THE TONGUE.

THE government of a school should be equable, firm, mild. Passion in a teacher is fire in a magazine. Teachers must bridle their tongues. All coarse, flat, rough expressions must be wholly avoided. Indulgence in them to any extent is reprehensible, inadmissible. All raillery of any scholar's physical defects, or mental peculiarities, is uncivilized, brutal, and is not to be suffered in a school-room for a moment. All low and gross comparisons are to be avoided. A school is a place of education, culture, refinement, not of barbarism. We consider any deficiency in refinement of speech and deportment in a teacher a much greater deficiency than to be unable to spell conscience or state a sum in proportion. Correct and refined pronunciation and speech are more important in a teacher than a knowledge of grammar, in an educational point of view. It is useless to teach the scholars rules of orthoepy which are perpetually violated by the instructor. This is bad enough in ordinary conversation ; but where punishment must be inflicted, or rebuke administered, it is a shame as well as a sin to render justice barbaric. — *School Committee's Report.*

SPEAK not highly of yourself, lest it lead to vain-glory.

INFLUENCE.

DRIFTING dreamily with the tide,
Slowly away from the sunset's gold,
Leaning over our vessel's side,
We watched the sail with its drooping fold.

Southward, the slope of a summer hill
Strewn with the fragrant, new-made hay;
The horse and hay-wagon waiting still
For the finished fruit of the sunny day.

The rapid rake, and the gleaming fork
Tossing its load on the growing pile,
Farmer and wife and children at work
Sharing the labor; and all the while

One little maiden down on the shore,
Just where the land and water meet,
Wandering free till the work was o'er,—
Chasing the waves with gleaming feet;

Singing clearly across the bay,
All unconscious of listening ear,
Simple ballads, so light and gay
We hushed our words as we leaned to hear,—

Songs of our school-days, long ago,
Ringing out over the sunset sea;
Then, sweet in the silvery, childish tone,
The Battle-cry for the land of the free.

Dreamily drifting by Deer Isle,
We lay and listened with strange surprise,
Feeling a blessing of peace the while
Dropping down from the quiet skies.

Feeling our deeper life touched at its core
By the simple song of the glad child-heart;
And peace in the boat, and peace on the shore,
Were so near, and yet so far apart!

Living our lives out day by day,
All unconscious of listening ear,
Singing our song as we go our way,
Do we know who may be leaning to hear?

ON ENUNCIATION.

WE have been accustomed, for some years past, to regard as "obscure" certain vowel sounds used in the pronunciation of our language. Worcester, though he does not *describe* them, gives us examples of their use, and marks with a dot underneath the vowels that are thus to be enunciated throughout his whole vocabulary. He leaves for us to determine his true idea, giving us, however, some clew to it. In his designation of the sound, he makes use of a term which may be said to have several degrees of signification, even when taken in connection with a single vowel. There are many degrees of obscurity, in whatever way the term is employed. Custom does not insist upon or sanction extreme accuracy in the use of qualifying terms. This comes from the use of expressions in an absolute rather than in a relative sense. For instance, when I say, "I have a class of bright boys," I may still speak the truth, and not imply that all are equally bright. But when I speak of them comparatively, I am more likely to modify the adjective, and specify the degree. There are undoubtedly exceptions to this use of modifiers, as those which never admit of comparison. But to this class we do not refer at present. "Obscure" is the word under consideration. And few will deny that we violate custom or authority in calling a passage of Scripture "obscure," and a passage of Tacitus "obscure" in meaning, when they are really not equally so. As evening comes on, increasing obscurity settles over the face of Nature, and by-and-by the fields and forests are lost in darkness.

What, then, shall we understand by Worcester's use of the term "obscure"? Many go far from the obvious truth, and absurdly lump the whole list of such syllables into one common category. Whilst every vowel has an acknowledged long and short sound peculiar to a great extent to itself, these obscure sounds, to whatever vowel they belong, must all be regarded and enunciated as short *u*! The moment this is done, the sound ceases to be "obscure." It becomes "short" at once, and very likely it changes its nature also.

If there is good sense in considering an "obscure" sound a "short" one, is there *any* sense in changing the foundation entirely,

and substituting another fundamental vowel-sound? If this is the true view of the matter, we may at least congratulate ourselves that the subject is greatly simplified. Said an over-confident teacher of many years' experience, "My scholars have been taught by previous teachers to pronounce all syllables in *m-e-n-t mēnt*. I am determined to break up this habit. I tell them distinctly to say *mūnt*."

Now an inspection of the class of words ending with that syllable will show that there is no general rule for the *e* sound, unless it is founded upon accentuation. In about half the instances of the occurrence of that syllable, final, in Worcester's vocabulary, the vowel is marked with the "short" sign, whilst the remaining cases are designated as "obscure."

In an article on enunciation, recently published, there is a similar confusion of short and obscure sounds, particularly in the following list: "Evidence, silence, prudence, ardent, excellent, providence, influence, contentment, judgment." These words are given as illustrative of a single point, but an elegant pronunciation of them gives different degrees of prominence to the vowel sound — such degrees of prominence as Worcester designates "short" and "obscure."

My object, however, is not to criticise the excellent article referred to, but rather to present an idea or two awakened by the perusal of it.

It is doubtful whether many readers or speakers give due consideration to the accent of words. The word "maintain" is frequently, perhaps usually, pronounced as if it had no accent, or rather as if the accent were to be equally divided upon the two syllables. The syllables are pronounced with equal force and time; the proper, accented one having no degree of prominence, and the unaccented one drawn out slowly, so that the pronunciation of the whole almost deserves to be called a *drawl*. And just so with a large majority of words, — we hear the syllables trailed at "slow length," in solemn monotones, a style of speech entirely different from that which comes elastic-like, and "trippingly from the tongue."

The accented syllable is the ruling member of every word. Whether or not there is in all cases more meaning in this syllable

than in any other, it is very certain that the others are joined to it, or grouped around it as if of minor importance. Take a word having accents both primary and secondary, and how easy the pronunciation when these two points are fixed upon! How the voice leaps from one to the other, as if the intervening parts were of no consequence! But reckoning but one accent to a word, as Worcester marks them, notice how closely the "obscure" syllables hold to the accented one.

Take the class of words before referred to, those ending with "*ment*," and perhaps no instance will be found, in the better editions of Worcester's work, of his authorizing the obscure vowel sound in the final syllable, unless that syllable is the nearest neighbor to the accented one. The word "*element*" may be excepted for obvious reasons.

The same will apply also to a great extent to many other syllables, whether standing immediately before or immediately after the place of accent.

The reason is clear. The ruling syllable, if treated with the consideration due to it, will attract attention to itself, and *away* from its neighbors. These will accordingly be thrown into the shade; that is, they will become more or less obscure, precisely as they are really more or less important in the word. In the word "*comment*," the final syllable is scarcely obscure; in such words as "*given*," "*heaven*," the final vowel-sound is lost in obscurity. Worcester in most cases indicates the loss of such sounds; and yet, for the obscure sounds which are not so lost, a true standard for their correct enunciation is nothing less than the following: They should be so given that a keen and cultivated ear can detect them, and determine whether the sound is that of *a* obscure or of some other vowel. An effort for anything less than this will not give the most critical training to the voice or the keenest culture to the ear. If the organs of speech are defective, or the ear imperfect, this high degree of culture is unattainable, and it is not easily attainable at best. And yet we ridicule the stupid fellow, who, having good eyes, mistakes a post for a ghost, simply because it is more or less "*obscured*" in darkness. Apply the same to the ear, and need such keenness or culture be pronounced impossible? However, it will be seen to be impossible to enunciate the several

sounds of most dissyllables and polysyllables, and give them separately, as they should be given, when taken collectively. Hence this method of spelling is in a measure imperfect.

Every monosyllable has an accent when spoken by itself. The proclitics and enclitics are not exceptions. Every sound given by itself is a mono-sound, and must have a force or accent. It may, to be sure, be imperfectly or indistinctly given, but it cannot escape the accent. Having an accent, it cannot be obscure; and building up a word in this manner, without a close attention to accentuation and obscure vowel-sounds, gives a loose structure, like a child's playhouse built of blocks. It does not produce for us an easy blending of parts, a thorough uniting, as it were, of all the ingredients, to form a beautiful whole, like a silver coin fresh from the mint.

When we listen to the cultivated tones of a few of our public men, whom we admire as models in this respect; when we linger in thought upon the once-heard, never-forgotten tones of Everett, like music always in the chambers of the brain; how far, very far, do most of us teachers seem to be from an attainable degree of enunciation in speech! Give, then, no release to effort. R. B. C.

HINTS ON TEACHING.

NO. 1. — AIMS IN TEACHING.

I PROPOSE to contribute a few articles on some prominent points in regard to teaching, with the special hope that some of my positions, which will be counter to prevalent practices among teachers, will awaken discussion. There is too much indifference to criticisms that are raised in relation to modes of teaching. I have every now and then seen in this journal an article expounding errors that are prevalent, even widely so; and yet, though no response is offered for them, the customs and modes attacked remain apparently as firmly rooted as ever. Certainly if they are worth keeping they are worth defending, and it is not manly in those who adhere to them to fail to appear in their defence. There should be

more of real discussion in our educational journals. There are unsettled points that ought to be settled, and fair, candid, free discussion will do it.

But to the subject of this article.

It is essential to success in teaching that the teacher should have both right and definite aims, and this he can have only by a thorough examination of the subject. It will not answer the purpose that he shall fall in with the prevalent customs, and go through with the expected routine in such a manner as to satisfy parents and school committees. He must have specific objects at which he must aim in his teaching, or he will fail to perform his duty to the pupils committed to his charge. And as these objects are of different comparative values, he must so weigh them as to give to each its proper degree of prominence in his plan of education.

Though much has been written on this subject, there is much looseness of practice, and therefore of view, in regard to it. In examining it, let us, then, be as definite as possible. There are four grand aims which the teacher should have distinctly in view. 1. To cultivate the power to acquire knowledge. 2. To cultivate a disposition to acquire it. 3. To impart knowledge. 4. To teach how to use it.

Only the first and third of these objects are commonly spoken of, but the second and fourth are quite as important, as the reader will soon see from the considerations which I shall present.

Much is said of the importance of disciplining the mind, and on this point it is often remarked that the great object in education is not so much to impart information, to instruct, as it is to impart to the mind the power of gaining for itself all the required information. This is true so far as it goes; but there is an important truth beyond, which this statement fails to reach. Not only the power but the disposition must be cultivated, or the teacher fails to attain the full purpose of his instruction. A vital interest must be awakened in the subjects of study, so that the pupil shall be prompted to inquiry, pushing ever and anon beyond the matter that is taught. This should be certainly true of those studies that cannot be called dry, and to some extent, at least, of those which are commonly reckoned to be so. This disposition to acquire, so unusual, alas! in most schools, is perhaps the best evidence that there is awakened

the proper interest, for an interested mind is always an acquiring mind. And I would say, *Let no teacher be satisfied with the mental condition of any pupil until he has made him an intelligent questioner.*

I have sometimes seen a decided contrast in this respect between two teachers who are equally faithful, and considered perhaps by most observers as equally skilful. In the school-room of the one, while there are promptness, attention, and excellent reciting, there are rigidity, a lack of life and naturalness, and often obvious signs of weariness. The great object seems to be to have a good recitation; and when the task (for it is regarded as such) is over, there is an evident feeling of relief. Seldom does the pupil make an inquiry of the teacher. In the room of the other, on the contrary, there are animation and naturalness; and while the recitation is excellent, the pupils sometimes actually forget that they are reciting, in the busy thinking that is worked up in their minds. There is freedom in questioning on their part, and the teacher's powers are called out in explaining points and in meeting difficulties and objections. Some points are sometimes put over to another recitation, to give opportunity to both teacher and pupil for more deliberate investigation. In the room of the former, there is, for the most part, only recitation; but in the room of the latter there is true teaching, the *educing* of the power of the mind. And the difference comes to a great extent from the cultivation, on the part of the latter, of the *disposition* to acquire knowledge. Proper motives are brought to bear in order to awaken this.

Let us observe, now, the means of securing this object. They are chiefly four.

1. *Secure as far as practicable the full understanding of what is learned.* There is nothing which acts so genially as a stimulus to the mind as the satisfaction which it feels when it fairly understands what it is learning. Watch one to whom you are explaining something, observe the unsatisfied expression on his countenance, until, after various modes of presenting the point, you see all at once, as he catches the idea, a beaming-up that not only tells you of the inward satisfaction, but gives you a promise of farther mental effort in your pupil. How many can recall periods in their own experience, when the insight into some point before misunderstood seemed to lift them up at once to a higher mental plane,

and led them forward with a rapidity before unknown! A friend recently told me that he should never forget what a spur it gave to his mind when he found out for himself, what no teacher ever taught him, the reason for carrying one for ten in addition.

While the understanding of things stimulates the mind, the want of this depresses it. The mere memorizing of words and forms of expression, without knowing what they mean, is unsatisfying, and therefore depressing; for it is natural to the mind of the young, quite as much as of the old, to want to *know*, and the working of this want with mere sounds is an outrage upon nature. And the brighter the pupil is — that is, the more he is disposed to be a thinker — the more deeply will the outrage be felt. Daniel Webster furnishes a case in point in his autobiography. On going into the office of a lawyer to study law, the first book put into his hands was Coke on Littleton, a very hard book. He went through it, however, faithfully, but, as he says, “without understanding a quarter part of it.” And this great man was so disgusted and discouraged, that he seriously thought of giving up the study of his profession, and going back to the business of school-keeping. But he happened to take up another book which he could fully understand, Espinasse’s Law of Nisi Prius, and now he felt that he could make a lawyer. If he had been less of a thinker, he would have been less troubled with not understanding Coke; would have been content to have learned as much as he could of the book by rote. It was with a spirit similar to that which made Webster disgusted with Coke that a bright little girl cried over her task in geometry. When reproved by her mother, and asked if she could not get the lesson, she replied “Oh, yes, I can learn it, but it will do no good, for I cannot understand it.” If she had been less bright, she would have committed the names and forms of expression to memory, and been contented with rattling them off in a parrot-like manner, undoubtedly very much to the gratification of her teacher.

It would be interesting and profitable here to show to what extent the reasons of things can be made to be understood even by very young pupils, but my limits forbid.

2. The second means that I will notice of cultivating the disposition to learn, is *the bringing-out the interesting points of a subject*. The reverse is often done, and the pupil is disgusted with the

mere dry bones of a study that has the material in it for awakening the liveliest interest. This is done with botany, for example. It is often taught in such a manner that the principles and phenomena of vegetable physiology, which should form the basis of the study, are almost entirely left out of view ; and many a pupil who is very learned in the classification of plants cannot describe the circulation of sap in a plant, though it can be made perfectly intelligible to a child of nine or ten years of age, or even perhaps earlier than this. I might illustrate the point by noticing the other natural sciences, but I have not space to do it. If I had space, I could also show how geography is made unnecessarily dry. But what of arithmetic ? That can be made interesting by treating the pupil largely to its practical every-day applications, in addition to making him understand the *rationale* of its processes, which I deem to be wholly practicable, though most teachers seem to think otherwise.

3. *Avoid making the merely technical too prominent.* At the outset of any study, the object should be to teach facts, and the reasons of them, so far as they can be understood ; and technicalities should be introduced gradually in the course, the full introduction of them not being effected till the course draws to a conclusion. The reverse of this is often, perhaps we may say commonly, done, and the memory of the child is burdened with terms and propositions that he ought not to encounter till he arrives at the high school, or even at the college. This subject I shall treat of more fully in another connection hereafter.

4. *Train the pupil in practising feats of mental agility.* Mental gymnastics, as well as bodily, can be so managed as to give pleasure even when the exercise is pretty strong. The most obvious examples of this are the rapid exercises that are sometimes practised in arithmetic. But the same thing can be done substantially in other departments. The consideration of the third and fourth of the aims which I have said the teacher should have in view must be deferred to another article.

A TEACHER.

DR. FRANKLIN meant a good deal when he said, "A good kick out of doors is better than all the rich uncles in the world."

TEACHING SHOULD BE SUGGESTIVE.

I TAKE it that education means something more than merely conning the facts and repeating the reasonings of text-books. If properly instructed, pupils will desire to look beyond what they have been taught, or what they have simply learned. They will feel that the work has been left for them to do, and they will desire to do it. The highest aim of teaching is not to store the mind with the accumulated knowledge of ages, but to arm it with energy and skill; not to enable pupils merely to solve problems in mathematics, construe sentences in grammar, or answer questions in philosophy, but to inspire them with a love of study, to awaken in their minds an animating, life-giving power, that does not rest satisfied with present attainments, but is ever striving to open up new truths, to express new beauty, or to contrive new ways of lessening labor, or effecting good.

Few, if any, great thinkers were ever made by books. A mathematician very inferior to Newton or La Place can follow the reasoning of the "*Principia*," or the "*Mécanique Céleste*." Bacon and Locke are read by school-boys who talk flippantly of the "*Inductive Philosophy*," and the doctrine of "*Innate Ideas*." When once conquered, Nature's noblest truths grow comparatively tame. To secure the best mental discipline, we teach too much at second-hand. We rely too much upon books. We suffer the mind's productive powers to lie too nearly dormant. We follow too closely in the paths beaten by others, to gain the advantage of that vigorous self-thinking which is necessary to wrench new truth from Nature. Those methods of teaching should be adopted which would throw pupils most upon their own resources, which would call out all the originality that they may possess, which would lead them to repeat the experiments and verify the conclusions of others, and urge them on to add their mite to the sum of human knowledge and human ingenuity.

Methods of teaching should be suggestive. Pupils should not be made mere passive recipients of knowledge. Many teachers tell too much. They communicate facts, answer questions, solve problems, and their pupils receive their instruction in blank wonder, or stupid indifference. With such teaching, knowledge is

merely received like grain into a granary, or freight into the hold of a ship. Such teachers are like apothecaries or grocers, and simply deal out their stock in trade to their waiting customers. At the best they can only store the memory with facts which must lie there, cumbrous, undigested, and useless.

The search for knowledge should not be characterized by a blind activity on the part of the pupil. We have just seen that a teacher may aid his pupils too much ; it is just as true that he may aid them too little. A due regard to the economy of the mental forces will not admit of their useless expenditure. Pupils without direction as to what or how to study may waste their time in fruitless efforts. A traveller in a strange city, without a guide, may easily lose his strength in ill-directed efforts to find his way ; so a timely hint from a teacher may relieve a pupil from a difficulty that is wearing away his time, and wearying his patience, without conducing to any useful end. The teacher can guide his pupil without carrying him along, he can direct his work without performing it, he can pilot his boat without doing all the rowing.

Progress in study should not be merely mechanical. It is easily possible for pupils to go over studies without learning them. Their progress is measured too often by the quantity of the work looked at, rather than the quality of the work done. Some teachers are at great pains to relieve their pupils from the trouble of thinking. They are constantly watchful to remove every difficulty from their pathway, and, by leading-questions, make them seem to know that of which in reality they are ignorant. If learning could be obtained in this way, the road to it would be a "royal" one—a kind of railroad, ready-graded, and well provided with cars and motive power, to transport swiftly along those who are in search of knowledge, and who meanwhile can sit or sleep.

Facts should be communicated in such a manner as to suggest other facts ; one effort in reasoning, stimulate to other efforts ; one trial of strength, induce other trials ; one difficulty overcome, excite an ambition to triumph over other difficulties. J. P. W.

APPLY yourself to learning and honest pursuits.

WHAT'S IN A NAME?

"Still ushered with a tear." — POPE.

IN reading English works of fiction, we sometimes come upon a character that bears the name of usher. He is invariably represented as an underpaid, underfed, subordinate teacher, in a private school, bearing with exemplary meekness the insolence of both master and pupil, and forced by his position to play the sycophant to both. He is an unfortunate *tertium quid*, half teacher and half scholar; the convenient doer of everybody's dirty work, and the convenient butt of everybody's ridicule.

There is another sense in which this word is used in this country. If you go to a respectable theatre, and wish to get to your reserved seat, you will have recourse to one of the gentlemanly ushers, who will show you to your chair, and, for a slight pecuniary consideration, will take your overcoat and India-rubbers into his keeping until the performance is over.

We presume that it is in neither of these senses that the School Committee of Boston design to employ the word, when they apply it to a large class of gentlemen occupying respectable and responsible positions in the public schools of that city; but we submit that the only idea suggested to the minds of most persons by this word would be one of the two indicated. There is probably not another town or city in the country, where the word usher is used to mean "an under-teacher; one who introduces young scholars to higher learning;" and we think it proper to inform those who are unacquainted with Boston institutions, and have not looked up the word in Johnson and Walker's Dictionary, that an usher in a Boston school is *not* "one whose business is to introduce strangers, or walk before a person of high rank."

It is to be hoped that the time is not far distant when the Boston Committee will consent to drop from their vocabulary a word which in this country, and in the sense in which they use it, has become almost obsolete, or at best a term of reproach. Until that time shall arrive, the unfortunate Boston ushers must consent to bear a name which does not fitly describe their calling or indicate their social position.

R. E. B.

PROFESSIONAL WORK.

WE have heard much said of late of teaching becoming a profession. It is a noble aspiration of teachers to make it such. But it can be raised to that summit only when teachers become professors, that is, when they *teach*, not simply *hear*, pupils. Men in professions have books on their profession around them, and are adding yearly to their libraries the best books in their profession. Are teachers doing this? Would it not be well for every teacher to ask, How many books have I purchased or read on the subject of education the past year? The answer to this question will indicate the strength of the claim made by any teacher to a professional position. If we were asked to-day what the great defect is in the educational methods in the State, we should answer, A lack of teaching. So-called teachers only hear recitations; as far as any positive instruction given by them outside of the text-book is concerned, they might as well, twenty-five per cent. of them, be out of the school-room. Hence the ambition for fine examinations, not fine scholars; for a good scholar may pass only an ordinary examination.

Real scholarship and splendid recitations are different things. The memory alone will insure good recitations, the reasoning faculty and observation produce sound scholars. — *School Report*.

SOME men say, to retire to a little blissful nook, with a few congenial ones to love, and to hear the distant roaring of life as those in forests hear the ocean,—the music, and not the storm,—would be all the happiness they would ask on earth. Now, where society is but a grand machine of despotism, where all civil affairs are put away from the citizen, and all religious affairs are in the hands of the official priest, so that it is treason to be active in politics, and sacrilege to be freely active in religion, then retirement and leisure may be as virtuous as they are safe. But in our land, where society is an unbounded field for individual exertion of every kind, and a man's usefulness is limited only by his own original power, one needs a special edict of Providence to justify him in retiring from life. When leisure is a selfish luxury, its very activity, when it stirs, is apt to be only a kind of indolence taking exercise, that it may the better digest its selfishness. — *H. W. Beecher*.

Resident Editors' Department.

OUR NEXT YEAR.

CHANGE is the condition of progress, and progress is the condition of life. When we cease to advance, we begin to die. The new day offers a new opportunity. If the offer is accepted, to-morrow brings a better one still; if slighted, to-morrow comes with yet another, but it is less desirable. And so he that improveth his one talent shall make it two, and he that improveth it not shall lose it. This is the universal law. The past is secure; the future is shaped by the present. Such is the thought which is suggested as a preface to a statement of the facts relating to the change in the editorial management of our journal which is to begin with the new year.

The present number of the *Teacher* completes the eighteenth volume. I retain a vivid recollection of the difficulties which were experienced at the beginning of the enterprise, and especially the trying circumstances under which the first number of sixteen pages, coverless, was sent out,—the cold indifference with which it was received by many, most perhaps, and the open hostility of some, of those very persons whose best interests it was intended to promote. It was a humble beginning; but it had an honest, worthy purpose, and that was the germ of its vitality. It survived the neglect of the mass of teachers, who should have rallied to its support; and it survived the supercilious sneers of conceited pedants, who made haste to magnify its imperfections, without ever deigning to extend a helping hand.

From year to year it has increased in power and usefulness, until it has at length become an institution. Its eighteen decent volumes contain a great mass of educational literature of permanent value. Its subscription-list has become more and more the roll of the most enterprising and successful teachers, not only within the limits of our own State, but throughout the whole country. If you wish to know who are the teachers in Massachusetts that within the past twenty years have risen to eminence in the educational profession, you will find the most of their names in the list of the editors of the *Teacher*. As it usually happens, by trying honestly to help others, and advance the cause of education, they have educated themselves, and reaped benefits of which they did not dream. Choosing the path of duty, they found it to be also the road to true success.

But the plan on which the *Teacher* has been heretofore conducted — each editor, in rotation, taking charge of a number, the resident editors being left to supplement the work of the whole, as they best could, the editorial labor being wholly gratuitous — has been tried long enough fully to test its capabilities. That it possesses certain important advantages is well understood; but, on the other hand, it has serious defects. It is quite evident that it is more suitable as a temporary ex-

RESIDENT EDITORS' DEPARTMENT.

pedient, to be employed at the commencement of such an enterprise, than as a permanent arrangement for the most useful and successful management of an educational journal. At the outset it was, indeed, a necessity with us; for, since the editorial labor had to be performed without compensation, for want of funds, the only practicable course was to divide the work among a considerable number of gentlemen.

But the time has arrived when, in the opinion of the Board of Directors, it is both desirable and safe to make an effort to increase the usefulness and power of our professional journal by adopting a modification of its mode of management. This opinion is not the result of any want of confidence in the present editors, resident or monthly. Their duties have been well done, and they and their predecessors deserve the warmest thanks of the Association for the large amount of gratuitous labor which they have contributed for the common good.

In view of these facts, it has been decided unanimously by the Board to adopt for the ensuing year the following plan:—

1. To place the editorial charge in the hands of one responsible, paid editor.
2. To appoint twelve contributing editors, two of them being ladies, who shall be expected to furnish a portion, not exceeding a quarter, of the matter of each number, in such way and in such order as may be arranged between the editor and each individual contributing editor.
3. To appoint an editorial committee of three members of the Board, to advise with the editor, if need be, in respect to the general scope and plan of the management, and also as to particular articles, when doubts may arise as to their insertion, and to act generally for the Board, in regard to the editorial policy to be pursued, with full powers.

The success of this plan will of course depend mainly upon the gentleman selected as editor. For this important post the Board has had the good fortune to secure the services of Prof. William P. Atkinson, of Cambridge, a gentleman who possesses in a remarkable degree the requisite combination of qualifications,—a professional teacher most ardently devoted to his vocation, of much and varied learning and experience, of unwearied and most painstaking industry, unselfish and disinterested in his motives, having leisure, and not in need of full pay for his services. His recent pamphlet on the Great Schools of England has made his name favorably known among scholars throughout the whole country. His large and rich resources will, it is believed, impart to our pages a new and vigorous life.

The contributing editors, whose names will be announced in the January number, have been selected with a view to represent all the various phases and interests of education, and many teachers will be interested to know that one of the ladies on the list will furnish a series of practical lessons on *Object Teaching*. The three gentlemen who have been selected to serve on the Editorial Committee are the President of the Association, John D. Philbrick, D. B. Hagar, and John Kneeland. It is intended that each number shall contain not only discussions of topics pertaining to the theory and principles of education, but practical articles on methods and management, appropriate for teachers of common schools of different grades, and also the current history of education.

Such is in substance the plan for the next year. And now it remains to be seen

what the eight thousand teachers of Massachusetts will do to second the efforts of the Board in extending the usefulness of their professional magazine, which is conducted and published in their interest and in the interest of the cause to which they profess to be devoted. The recent meeting of the Association, so unprecedented in numbers and interest, seems to be an indication that we have entered upon a new era of professional enterprise. Let not this fond hope be blasted. Let us prove the power of united effort. Let all lend a hand. Let each male teacher in the State, agreeably to the vote of the Association, faithfully perform the duty of agent for the *Teacher*, in securing subscribers. Let every teacher who *has been*, in the past, disposed to find fault with the *Teacher*, earn the right to do so in future by writing a good article for it. Do not wait till the paper is faultless before taking it. If you wish it to be improved, subscribe for it; that is the way to help improve it. Let the five thousand teachers in the State who now read no educational paper send their names and their greenbacks to the office of the *Teacher*, and see if the investment does not pay. Let us all, officers and privates in the great army of Massachusetts teachers, turn over a new leaf on the first day of January, 1866, and resolve, for one year at least, to give the needed "aid and comfort" to the *Teacher*. Let us do this, and the *Teacher* will yield us "aid and comfort" in return, increased tenfold.

JOHN D. PHILBRICK,

Chairman of Editorial Committee.

THE CLOSE OF THE YEAR.

THE present number closes another volume of the *Massachusetts Teacher*. We congratulate our readers and friends upon its continued prosperity. While several educational periodicals have recently succumbed to the pressure of the times, and have been added to the things that were, our journal has kept the even tenor of its way, undiminished in favor and financial prosperity. Notwithstanding printers and paper-makers have given us numerous practical exercises in applying ascending geometrical ratio to prices demanded, we have by careful figuring solved all the problems assigned, and, in fact, have got comfortably ahead of all that has been required.

For this agreeable result the *Teacher* is largely indebted to the industry and sagacity of the Finance Committee, who have performed an amount of labor which can be fully appreciated by those only who have performed similar duties.

To us who have humbly occupied the chairs of Resident Editors the year now closing has brought many pleasures. It has been a pleasure to "have our say" in regard to educational matters; a pleasure to convey to our friends such intelligence as we thought would interest them; a pleasure to talk about the advent of new books; a pleasure to say a kind word in regard to a brother teacher; a pleasure to listen to the many commendations which our indulgent readers have been pleased to express; and a pleasure even to give ear to the sporadic grumblers, who, on the one hand, stoutly maintain that the *Teacher* should be made a sort of *North Amer-*

ican Review, and, on the other, that it should be simply a paradise for incipient primary school teachers, suggesting to our conservative minds extreme radicals of a very irrational, irreducible sort.

It has been to us, in common with all lovers of learning, a source of profound pleasure to watch the course of popular education, not only moving on with majesty in its accustomed channels, but sweeping with mighty power into the very fields where the final, desperate struggles of the vast Rebellion were witnessed. Truly may it be said that this year marks an era in the cause of education. The triumph of the Union is the triumph of education. No longer can tyrants make it a crime to teach a man to read his Bible. No longer can the pride and power of race and wealth condemn millions of human beings to the gloomy dungeons of hopeless ignorance. With the resistless march of victorious armies, liberty and knowledge have trod in unison.

May we not rejoice with joy unspeakable, as we look back upon a year which has brought the grand consummation of every patriot's hope, the salvation of our country, the establishment of freedom to an enslaved race, and the opening to eager eyes of the long-forbidden book of knowledge? Let us each, according to his ability, do what we can to advance the noble cause of universal education.

Although we, as editors, have derived much pleasure from our connection with the *Teacher*, we freely confess that the certainty of a speedy relief from the labors of our present office is gratifying. It has sometimes been a severe task to us, when wearied with the labors of the day, to sit down to editorial duties. We are very glad to pass our official chairs and pens and mantles, and whatever prerogatives are associated therewith, to the accomplished gentleman, who, in accordance with our wishes and solicitations, has consented to undertake the general charge of our journal.

Now when the *Teacher* has reached a condition which enables it to pay, although but poorly, for editorial labor, we believe that it is wise to let one mind assume the responsibility of its management, thus giving more of unity and distinctness of purpose to its plans. We most cordially commend to the confidence of our readers Professor Atkinson, who will act as Resident Editor during the next year. His wide reputation as a scholar, and the ability he displayed when, several years ago, he served as one of the editors of the *Teacher*, are a sufficient guaranty of his successful discharge of the duties he has consented to perform.

With hearty wishes for the continued prosperity of the *Teacher*, and of its new editor, and its numerous friends, we say to all, *God speed you in the right way.*

MEETING AT THE EDUCATIONAL ROOM.

OCT. 21st. Mr. Jones, of Roxbury, in the chair.

Mr. Kimball, of Boston, was chosen to preside over the next meeting.

Messrs. Littlefield, of Somerville, and Frost, of Waltham, were appointed to give practical exercises.

The meeting then listened to a practical exercise by Mr. Marston, of Cambridge. Subject, Analysis.

The question appointed for discussion was then taken up. It read as follows :
What should children be taught the first eight years of their life?

The discussion was opened by Mr. Payson, of Chelsea, who said that it was easier to tell what they should *not* be taught than what they *should* be. Although, in a general way, he believed in object teaching, yet he thought the subject in great danger of being "run into the ground." He did not believe in teaching little children trigonometry, conic-sections, and similar abstruse branches. He had seen a teacher try to teach them the philosophy of seeing and hearing. He thought all such efforts might be better directed. He believed, in short, that they should be taught everything that they could thoroughly understand. Especially they should be taught to count, and the simpler combinations of numbers.

Prof. Munroe, of Boston, said, that, in his opinion, little children should be taught what they want to know, rather than all that they can be made to understand. Their curiosity should be judiciously excited, and then gratified. He would have them taught *objects* and *things*, rather than books. He would rather his child would be able to tell an oak tree from an elm, or an ash from a willow, than to possess any amount of book-knowledge.

Mr. Frost, of Waltham, differed entirely from Mr. Payson. He did not believe that little children should be taught everything that they could understand. They might thus get much that was useless and even injurious. He once taught a child architecture, so that she was able to name at sight all the different parts of a house. He thought time thus spent worse than wasted. Such knowledge was wholly useless to a child. He would have them above all things taught to spell. If they did not learn then, they never would do so thoroughly. Spelling is learned in a great measure by the eye. The eyes of children are peculiarly sensitive, and their memories peculiarly tenacious; therefore they acquire such knowledge more readily then than afterwards. A child who was not well grounded in spelling before entering the high school almost never became so afterwards.

Prof. Munroe said, that, in his opinion, children *could* learn to spell at any age. He considered the popular notion that older persons cannot become good spellers a false one, and adduced several instances, his own case among the number, in proof of this theory.

Mr. Payson thought there was a time after which children could not become good spellers.

Mr. Wood, of Boston, agreed with and warmly commended the remarks of Mr. Frost.

Mr. Daniell, of Milton, said that those who opposed early instruction in spelling, did so, he supposed, upon the presumption that it was necessarily dry and uninteresting, and tended to create a distaste for all study. He believed, however, that this was by no means a necessity. He thought he had seen the contrary demonstrated that very morning, during a visit to one of the primary schools of Boston. The learning of the alphabet, and the rudiments of spelling, were there made, by the skill of the teacher, a series of pleasant little excitements to the scholar. The children seemed to delight in it. He spoke of the wonderful proficiency which he there witnessed in scholars under eight years of age, and contrasted the methods there pursued with those which were practised when most of those present were

children. Skilful teaching was the great requisite in this, as in all other branches.

Prof. Munroe asked how it was that adult persons learned to spell foreign languages correctly.

Mr. Frost replied that it was true that persons who spelled the English language abominably often were very correct in their spelling of foreign ones. He attributed their bad spelling in English to their lack of early training. He thought their correctness in other languages was owing to the fact that they learned it in the same way that children learned ours. They applied their disciplined faculties to its acquisition without the disadvantage of previous incorrect habits.

Mr. Marston, of Cambridge, agreed with the remarks of Prof. Munroe.

Mr. Jones approved of object teaching, and recommended an article on the subject, by Warren Burton, as the best he had ever seen.

Mr. Collar, of Roxbury, spoke of the subject under discussion as one of transcendent importance. He approved of very early instruction. He thought, however, that the most important question was as to the method by which children should be taught, and what should be our guide in deciding upon a method. Such matters were too often controlled by custom. He questioned whether, as some seemed to believe, utility was the right standard to judge by. A certain amount of knowledge of surrounding objects is necessary to insure the safety of a child. This, however, he thought it would get for itself. He then quoted Cicero to the effect that whatever he knew that was best worth knowing, he had learned by following nature. What is, then, the natural mode of developing the faculties? It is well known that in childhood the percepts are most active, therefore the education of the senses is all-important. Mr. C. then quoted a remark of Prof. Gray, that the greater part of education consists in learning to distinguish between objects. He also related an anecdote of Prof. Agassiz, showing how the constant study of natural objects had disciplined his bodily faculties. He also quoted from the *Massachusetts Teacher*, to the effect that almost any amount of botany, and the other natural sciences, may be taught a child if skilfully presented. The natural sciences should be the basis of education, but was not some one of them peculiarly adapted to the development of the mind? He thought botany was so. First. Because the love of flowers is all but universal among children, and this love will beget curiosity, which the child will find pleasure in gratifying by the study of botany. Second. Because it is the easiest as well as most delightful of the natural sciences, and free from the repulsive features which attend the study of some of the others. Third. Because the objects through which it must be studied are accessible to all. Mr. C. thought that color should be studied in works of Art, as well as those of Nature, as children were almost universally fond of colors.

Mr. Brown, of Boston, after warmly commending the remarks of the last speaker, said that, till at least seven years of age, children should be taught little or nothing but what they learned from their mothers. Those who did not begin to study till after that age almost always passed those who began earlier. He then related an anecdote of a girl in his own school, who did not commence attending till ten, and who in four years graduated at the head of her class.

Mr. Sawyer, of Charlestown, thought that children under eight years of age should be taught nothing but obedience.

Mr. Littlefield, of Somerville, would abolish primary schools. He did not believe that children should attend school at all before the age specified. He then related a story of a boy who was allowed to play out of doors till after that age, and now, at the age of fourteen, was in the first class in the high school. He had little faith in object teaching.

Mr. Brown said that he was once asked by an anxious inquirer, what was to be the effect of the immense influx of foreign population into our country. He advised the person asking to visit some of our primary schools, and endeavor to distinguish the different nationalities. He would find it impossible. The education there completely fused all national peculiarities. He was often struck by the difference, in this respect, between scholars in his own school and their parents.

Mr. Webster, of East Boston, attributed the disappearance of brogue, etc., to the peculiar location of the gentleman's school. His own experience was the reverse of this. In his school the Americans became Hibernicized.

Mr. Brown replied, that he only meant to say that the predominating influence was sure to prevail.

Mr. Frost was sorry to hear the remarks of Mr. Littlefield. He could not believe him serious in them. He then related an incident of a family of three boys, who were allowed to run loose during their early years, all of whom were afterwards under sentence for crime. He believed in home teaching; but all mothers would not teach, nor all fathers control, their children. Where they did not, the work must be done at school. God bless the primary schools! (Applause.)

Mr. Webster believed in committing children at an early age to a good teacher, and then trusting to her sagacity and tact for its development. Primary teachers were, as a general thing, too much hampered by rules. It could only have the effect to abridge the usefulness of a *good* teacher, and none others should be employed.

The chairman for the next meeting then gave the following as the question for the next discussion: What should children be taught between the ages of eight and sixteen?

Adjourned.

PROCEEDINGS OF THE AMERICAN INSTITUTE OF INSTRUCTION.

THIS volume, which is now ready, is larger than usual, and forms one of the most interesting and valuable in the series of thirty-six volumes. The lectures by Presidents Woolsey and Haven, Ex-Governor Washburn, and Professor Atkinson, are most timely and practical. The address of Dr. Taylor, of Andover, written out in full by himself, and filling twenty-two pages, should be in the hands of every Latin teacher in the State. It is the most sensible essay on the methods of teaching Latin to beginners that we have ever seen. It is alone worth the price of the volume. Nearly all grades of schools are represented in the addresses and lectures here printed—high schools by Messrs. Stone, Adams, Sawyer, Hill, and Bassett; academies by Charles Hammond and Dr. Taylor; normal schools by Dr. Hart and

Mr. Dickinson; private schools by Messrs. Hedges and Atkinson; colleges by Professors Washburn and Thatcher and Greene, and Presidents Woolsey, Haven, Cummings, and Cowles.

The able addresses of Gov. Andrew and Senor Sarmiento, — the Minister Plenipotentiary of the Argentine Republic, — and of Bishops Smith and Stevens, and the noble letter of Major-General Howard, add much to the attractiveness of the volume. The volume may be procured at this office, price one dollar. Sent by mail on application to the Treasurer, William E. Sheldon, Boston, on receipt of \$1.15.

INTELLIGENCE.

PERSONAL.

William B. Calhoun, who died lately at Springfield, Mass., had been in public life forty years, and, both in the House of Representatives of the State and the nation, had approved himself to his constituents as a wise and honest legislator. He was an able and faithful public servant, and a man of liberal culture.

He was an early and earnest friend of common schools. As a member of the Legislature he took a prominent part in the establishment of the Board of Education and of normal schools, and was for seven years President of the American Institute of Instruction.

Joseph E. Worcester, LL. D., the learned author of the dictionary bearing his name, died at Cambridge, on the 27th of October, at the age of eighty-one years.

A. B. Miller has become principal of Lawrence Academy, Groton.

Miss Harriet B. Rogers has opened a small school for deaf mutes at Billerica. It is her design to instruct them in articulation and reading, from the lips, without the use of signs, or the finger language. She has already had some success in making the dumb speak. The method she adopts has been tried with some success in Germany and Switzerland. We shall await with much interest the results of the skilful and patient processes which Miss Rogers is trying. We hope the experiment will be successful.

Miss Melinda Rankin has recently returned to this city, and given an account of her labors in Brownsville, on the Texas side of the Rio Grande. She went there in 1852, and has educated in her school more than two hundred Mexican young ladies. Driven away by the war, she came to New Orleans, but returned with our army to Brownsville. She has distributed several thousand Bibles to the soldiers of the "liberal" army in Mexico. This is a noble record.

Miss Anna P. Sill, Principal of the Rockford Female Seminary, Illinois, is in this city soliciting funds for the erection of new buildings in connection with that institution. It is on the plan of the Mount Holyoke Seminary, and now has two hundred and sixty-three pupils. It has had, during the sixteen years of its existence, more than two thousand connected with it.

Mr. Simmons, the Maine sculptor, has received an order for a colossal statue of President Lincoln, for Independence Square, Philadelphia. It will be in bronze, and cost \$30,000.

Mr. C. G. G. Paine, recently principal of a military school in Cambridge, says, in a note just received from Fortress Monroe, "My position here is very pleasant, and one of great usefulness. I have one thousand three hundred scholars and twenty teachers under my supervision. I have just opened evening schools, which are already attended by over one hundred and thirty. We teachers board together in the house of President Tyler. There are some excellent scholars in our schools. Many of them are adults, and some are married, and all are most anxious to learn."

Albert Hale has resigned his place as principal of the female high school of Newburyport, and the school committee advertise for a successor.

Edward Payson Smith, a recent graduate of Amherst College, has become principal of the new high school of Hinsdale.

Mr. M. J. Smith has taken charge of the "select school" in Middlefield.

Hon. Luke P. Poland, chief justice of Vermont, who has been appointed U. S. Senator in the place of Judge Collamer, is an earnest friend of common schools.

H. E. Sawyer, formerly superintendent of the schools of Concord, N. H., and recently of Middletown, Conn., has been elected principal of the high school in Springfield, at a salary of \$2,000. We give him a cordial welcome to the Bay State, and congratulate our friends in Springfield on the happy selection they have made.

Charles R. Treat, son of Rev. Mr. Treat, Secretary of the Board of Foreign Missions, has been appointed professor of gymnastics in Williams College.

W. T. Brantly, D. D., has opened a school for young ladies in Augusta, Ga.

N. M. Crawford, D. D., has accepted the presidency of Georgetown College, Ky.

Thomas Carlyle has accepted the office of Rector of Edinburgh University, Scotland.

Mr. Gladstone, the candidate for the Rectorship of Glasgow University, was defeated by the casting vote of the Chancellor, the Duke of Montrose.

We shall be sorry to miss in the *Ohio Monthly* the spirited and practical pen of *Hon. E. E. White*, the efficient State Superintendent. Political influence, "rotation in office," is likely, we hear, to put "a new man at the wheel," where, of all others posts, experience is most valuable in the office of State Superintendent. We know nothing of the new candidate, but we have strong impressions of the good sense, sound views, and efficiency of the present incumbent.

The New York Teacher has "started anew," with new type, new matter, and, we are glad to learn, with new subscribers.

A. M. Gow, lately editor of the *Illinois Teacher*, has entered into the publishing business in Chicago. *Richard Edwards*, the present editor of this journal, fills the editorial chair as ably as he does that of Principal of the State Normal School of Illinois.

The Iowa School Journal bears evidence of marked improvement in the hands of the *Hon. Oran Faville*, the State Superintendent.

The leading New England Colleges are advancing the standard of qualifications for admission. At the first, or commencement examination at Yale College, a majority of the applicants were rejected. Out of one hundred and nineteen, only fifty-two were admitted. After a rigid examination, one hundred and six were admitted at the opening of the present term. The freshmen class numbers one hundred and fifty-eight, the largest number ever admitted to one class in any New England College.

Flavel Mosely, of Chicago, who during his life gave much of his heart and time to the cause of popular education, left by his will \$10,000 to be added to the Mosely School Fund, for supplying school-books to needy children in the public schools of the city, besides \$30,000 in other forms for the education of the "friendless," and \$20,000 to other objects of benevolence.

Jas. M. Sawin, a recent graduate of Bridgewater Normal School, and teacher of the high school in Groton, Mass., for the past year, has just been appointed to the charge of the primary department in Washington University, St. Louis, at a salary of \$900.

Williston Seminary, at Easthampton, has one hundred and ninety-three students this term, and twenty or thirty have been obliged to leave on account of the impossibility of getting rooms.

EDUCATIONAL INTELLIGENCE.

Vermont is organizing a reform school for boys not exceeding eighteen years of age.

The Vermont Agricultural College is to be incorporated with the Vermont University.

Dartmouth College. Ten scholarships have been founded in Dartmouth College during the year. The income of each is \$70.

C. C. Kingsley, Esq., of Utica, N. Y., has given \$2,200 to Hamilton College for prizes in the rhetorical department. He endowed the professorship of rhetoric.

Antioch College. The Unitarians of Providence have contributed \$29,000 towards the endowment of this institution.

The Biblical Institute at Concord, N. H., is to be removed to Boston or its vicinity, the endowment of \$100,000, on which its removal was conditioned, having been obtained.

University of Michigan. This is now the largest university in this country, containing one thousand and fifty-one students, distributed as follows: medical department, four hundred and thirty-six; law, three hundred; literary, two hundred and sixty five. Three new assistant professors have been appointed, one in each department. The Institution is well endowed, and tuition is free. The administration of President Haven has been eminently successful.

Vassar Female College is now in full operation. The length of the front and wings is over eight hundred feet. Besides furnishing rooms for four hundred pupils, it has residences for the Faculty, a chapel seating five hundred, library, and art gallery. There are nine professors beside the president and the several assistant teachers. Mr. Vassar is now erecting a gymnasium at a cost of \$40,000.

Leicester Academy renews its youth as it enters upon its eighty-second year, with military drills for the boys, and a calisthenic and gymnastic department for the girls. George W. Waite is the present principal.

Mount Holyoke Seminary. A large gymnasium has been completed at Mount Holyoke Seminary. We witnessed some admirable calisthenic exercises in this very attractive hall. We do not know of any ladies' seminary, except Maplewood, at Pittsfield, which has so fine a hall and arrangements for physical training.

The New School Ship is nearly ready for use. Experience has fully proved the value and usefulness of this naval reform school. We heard some excellent drills in mental arithmetic in Captain Matthews' ship. Though the boys are necessarily under rigid discipline, they seem cheerful and obedient.

The Town of Cumberland, in Maine, has received \$28,000, bequeathed by Mrs. Eliphalet Greeley, for educational purposes.

The city of Providence appropriated \$89,000 last year for public schools, besides \$22,000 for the Reform School. How many facts on every hand show that by right education, both moral and mental, it is cheaper and safer to prevent crime than to detect and punish and reform the offenders!

The Colored People of Baltimore recently purchased a hall at a cost of \$16,000, and dedicated it to education and literature.

Colored Schools in Washington and Vicinity. There are now in operation in Washington twenty-five colored schools, with fifty-eight teachers and three thousand one hundred and sixty-nine pupils; in Georgetown there are four schools, with three hundred and eighty-one pupils; in Alexandria ten schools, with one thousand and thirty-two pupils; and in the freedmen's village, on Arlington Heights, two schools, with three hundred pupils.

THE free colored grammar school in the District of Columbia has lately received a gift of over three thousand dollars from the mission Sabbath school of Aintab, Syria. Rev. Dr. Schneider, father of the late chaplain James Schneider, is at the head of this missionary station.

SEVEN churches belonging to Methodist colored people have been burned within six months in Maryland, simply because negro schools were held there during the week.

Charlestown, Va. There is now a school for colored children in a building close by the famous John Brown engine house. The American Missionary Association intends to open fifty more such schools in the Shenandoah Valley.

St. Louis. The colored people of this city are doing nobly in the work of education. The night schools, which they established all over the city, are crowded by all ages of colored people. The desire to learn to read and write has become a perfect mania with them, and the second-hand booksellers are driving a profitable trade in old primers and spelling-books.

Ragged School. In Manchester, England, is a Sabbath school numbering about five thousands pupils, most of whom are operatives in the factories, who have no other means of instruction. They are taught reading, writing, and book-keeping, in addition to Bible instruction.

Public Schools in England. One great difficulty in establishing free schools in England is the fact that sectarianism (Episcopacy) would be taught in them as state schools. At a late meeting, Mr. Handel Cassham advocated the American system. He says, "While I was in America I went into one of the public schools, and there I saw the little son of the late President Lincoln, and at the next desk, competing with him honorably, was a little negro boy, and I felt a thrill of pleasure as I saw it."

BOOK NOTICE.

NATURAL HISTORY. A Manual of Zoölogy for Schools, Colleges, and the General Reader. By SANBORN TENNEY, A. M., Author of Geology, etc., and Prof. of Natural History in Vassar College. Illustrated with over five hundred engravings. New York: Charles Scribner & Co.

We give a cordial welcome to this long-expected volume. Believing that the leading facts and principles of Natural History should be generally taught in our schools, we have felt the want of a suitable handbook, at once scientific and comprehensive, and yet simple in style, and intelligible to children. The subject itself is most attractive to them. They love Nature, and most of all her living forms. This taste should be fostered and directed. A healthful curiosity should be early stimulated.

Nothing interests children more than animals. They love to look at them. Some become their pets and playmates. The study of the nature and habits of all animals has a peculiar charm for children when happily presented. This study educates as much as it pleases. In many ways, animals, whose instincts are always unerring, may be our teachers.

This study is most useful when it leads, as it always should, to habits of close, accurate, and exhaustive observation. Every child who learns, for example, to recognize all the birds in our fields and forests, and who can distinguish and describe them by their beak and claws, their size and form, plumage, flight, and song, has learned to *see*, and this is a most important part of education.

Mr. Tenney's large experience as a teacher, beginning in the district school, and as a lecturer for some eight years in Teachers' Institutes, and in various schools and seminaries, makes him familiar with the wants alike of scholars and teachers.

The illustrations are very numerous and beautiful. Having been largely drawn from Nature and with great care, they have the peculiar excellence of representing in each department the relative size of the animal. This is a valuable feature of the work. It is particularly full of illustrations of the animals of this country. The book will be found as useful in the family as in the school. How can parents more directly stimulate the love of knowledge in their children than by reading with them a volume so useful and attractive to young and old?

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